

Editor-in-Chief

Dr. Gabriele Stroschen, DePaul University, USA

Editors

Dr. Kathleen P. King, University of Central Florida, USA

Dr. Linda Sun, Kennesaw State University, USA

Editorial Advisory Board.

Prof. J. B. G. Tilak, National University of Educational Planning and Administration, India

Prof. Henry Kaluba, Commonwealth Secretariat, London, United Kingdom

Prof. Carolyn Riehl, Columbia Teachers College, USA

Prof. Merylan J. Schuttloffel, Catholic University of America, Washington, USA

Prof. K. Dorasami, National Council of Educational Research and Training, India

Dr. Avani Maniar, The M.S. University of Baroda, India

Prof. Johan Hoornaert, Catholic University of Leuven, Belgium

Prof. Dr. K. Pushpanadham, The M.S. University of Baroda, India

Board of Reviewers

Mx. A. C. Riffer, EdD Candidate, The Jane Addams School of Social Work,
The University of Illinois Chicago, USA

Dr. Cynthia Stevens, Director of Prior Learning Assessment, School of Graduate, Professional,
and Continuing Education, Lewis University, USA

Dr. Murali Venugopalan, Director of IEP program, Kennesaw State University, USA

Dr. Kenneth Browne Elazier, CEO, Institute for Performance Enhancement, USA

Dr. Sue Espinoza, Texas A&M University-Commerce, USA

Dr. Beth Furlong, Creighton University, USA

Dr. Barrie Jo Price, University of Alabama, USA

Dr. Pooneh Lari, North Carolina State University, USA

Dr. Ka Sai Un, Texas A&M University-Commerce, USA

Dr. Yuan Jianhua, Beijing Foreign Studies University, China

Dr. Hosin Shirvani, University of Texas-Pan American, USA

Letter from the Editor-in-Chief

Here we are with the 2nd issue of the 18th volume of IFOTS. When then *freshly baked Doctor* Linda Sun created this journal in 2004, little did we know that we would continue working together on it throughout all of those years. Over these nearly two decade's worth of our collaboration, we have been honored to publish about the insights, research, and practices of students, practitioners, professors, and administrators around issues of education and study. Eclectic as the topics in the content of those IFOTS issues have been, our message never changed: We seek to provide a forum for scholars, educators, and professionals to disseminate their research on theory building and practice-based information on education. The contributors over the years have hailed from Afghanistan, Canada, China, Germany, Finland, France, India, Iran, Jordan, Pakistan, the UK, the USA, and Thailand. For many, a collaborative project and an exchange emerged through learning about one another's work; and with that our contributors have advanced their careers, contributed crucial knowledge to their fields, designed and implemented symposia, and presented at conferences, delivered professional development seminars, and developed community education projects. We are thrilled to welcome you, our new and seasoned readers and contributors, to our global IFOTS family as you peruse this issue.

In this issue, we feature three innovators from Illinois, two visionaries from Virginia, a rising (womyn's) activist from Washington, D.C., and two *culture-insighter* from China. Specifically, in this issue the authors bring you a variety of models, practices, and consideration with topics that intersect at improving our praxis while focusing on learners' realities, needs, and preferences. These topic cover: a metacognition model for translator education; a foreigner's view on Native American education; supporting individual academic performance and success of students based on their chronotypes; applying critical reflection on autobiography in prior learning and principles of *currere* to strengthen instruction; improving accessibility of education to pave the way for increased female agency and the development of a new womanhood; and considering a HyFlex model within competency-based- eLearning strategies in CTE and other education programs that require hands-on practice.

As it has been for the past eighteen years, it is our hope that you may take advantage of our collective good work by making connections with the authors. We need to broaden a fruitful local and global discourse with exchanges for the continuing learning we each ought to do in our respective fields. And while you are at that, take a look at the previous IFOTS issues on the American Scholars Press website. There is a wealth of expertise and experience preserved in those issues, with many authors who are still rather active in their profession. Here's your IFOTS, our forum for reaching out and continuing our learning!

Dr. Gabriele Stroschen, Professor Emerita

Editor-in-Chief, International Forum of Teaching and Study, American Scholars Press

Frédéric Ozanam Fellow

DePaul University - School of Continuing and Professional Studies

(formerly known as the *School for New Learning*)

TABLE OF CONTENTS

Considering a Competency-Based, HyFlex, e-Learning Strategy? Seth Black and Kenneth Elazier	5
Common Sources of Illumination: Intersections of Andragogy, Prior Learning and Currere Nicholas Hayes	14
Impact of Chronotype on Teaching and Learning William F. Martin and Yvette P. Lopez	22
Female Education in the Late Qing Dynasty: The Formation of a New Womanhood Anais Fang.....	32
Colonialism, Sovereignty, and Native American Higher Education: On Carney’s Division of Three Eras of the Development of Native American Higher Education Xiaochen Sun	38
The Significance and Instruction of Metacognitive Regulation in Translation Competence Development Zou Yanqun	50

This page left blank purposely.